

DRAFT CURRICULUM

IN THE SUBJECT OF

HEALTH & PHYSICAL
EDUCATION

FOR CLASSES
(IX-X)

Developed By

Directorate of Curriculum & Teacher Education NWFP,
ABBOTTABAD
April, 2003

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PREFACE

A nation without means of reforms is a nation without means of survival. The best course to make reforms is always remain in education. The Federal Govt of Pakistan feels the need of modifying, revising and making abreast of time the curricula across the levels and subjects (I-XII). Form now in consonance of National Education Policy (1998-2010) already pure sciences, social sciences and languages curricula in two phases i.e 2002 AD and 2001 AD respectively have been designed and developed in collaboration with all 4 Curriculum Bureaux accordingly. This is the 3rd phase - 29 subjects yet 61 level is in operation.

The NWFP Curriculum & Teacher Education Directorate under the auspices of the Secretary School & Literacy Department and certainly in collaboration with Federal Ministry of Education, Curriculum Wing, Islamabad has convened various Provincial Draft Curriculum Development Committees meetings comprising working teachers, Subject Specialists, University/College teachers and Curriculum Developers to prepare the document in selected disciplines as per availability of financial assistance.

The curriculum development has always been remain continuous process. Indeed, to accomplish this titanic task one needs immense commitment, stout vigour and profound professional insight. Special gratitude to Almighty Allah that such head & heart qualities were found among the members of the committees and others engaged in the process.

We don't claim that this work is complete in all respect. However, the Ministry can ameliorate it through the modicum efforts of NCDC. Before going to depart I must like to appreciate to both committee members and all subject specialists plus officials for fulfilling the task despite the snags and limitation.

Umar Farooq
Director
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INTRODUCTION

It is customary for physical education teacher when talking about their profession to become defensive. Many young physical education students when confronted with the questions. They heritate due to poor knowledge of the importance of subject. In the past great physical educators have talked the problem of justifying the discipline in varied ways. Some have appealed to the ancient Greeks, which is always safe territory when discussing enlightened cultural heritage. Others have pointed to the well known roman quotation about the role of sports in man life. While some have talked about a well-rounded education involving the physical, the intellectual and the spiritual. Others have gone on the attack, maintaining that physical education is more important than Physics, Chemistry, English or other subject areas.

Well meaning though the attempts to justify physical education as a reputable discipline in its own right have been, one cannot escape the conviction that there is no need for justification. The experts maintain that physical education is important, must be taught, changed and should be developed in many forms.

Keeping into the significant role of this subject the Government of Pakistan has decided to prepare a new curriculum, which is in line with the new approaches to the respective discipline. It hoped that study of new curriculum will make students productive members of the Pakistani society.

Objectives:

After completion of the course and participation in all the learning experiences organised by the authorities of the school student will be able to:

- Promote physical, mental, social, emotional and spiritual aspects of behaviour.
- Know his own physical self and inner self.
- Know the importance of human physical existence.
- Share experiences with other as to protect the life of others.
- Develop a habit of cleanliness and good living.
- Develop scientific attitude towards solutions of problems.
- Cultivate an interest in life and also in physical education programme.
- Know the concept of dignity of labour through physical education.
- Participate in group discussion.
- Play an effective role of group leader.
- Regard for talented students in sports.
- Explain the meaning of physical education.
- Know about physical fitness.
- Discuss the concept of posture.
- Explain the importance of games in individual life.
- Observe the principles of ethics during games.
- Know the use of computer in field of physical education
- Participation in recreational activities in effective way.

Course out line

Health & Physical Education

IX-X

1. Meaning of physical education:

- definition of Physical Education
- objectives of Physical Education
- importance of Physical Education

2. Physical fitness:

- Concept of Physical fitness
- Importance of Physical fitness in Islam
- An ideal sportsman.

3. Theories of movement:

- Fundamental movement of the body.
- Derived movement of the body.
- Importance of body movement for active life.

4. Body types:

- Acto
- Mero
- Endomorph

5. Gymnastic:

- Meaning of Gymnastic
- Activities in Gymnastic
- Objectives of Gymnastic

6. Posture:

- Concept of posture
- Importance of posture
- Defects of posture

7. Games:

- Importance of games
- Basic techniques of net ball and football, Cricket, & Hockey.
(For boys)
- Basic techniques of badminton and Table tennis volleyball, net ball.
(For girls)

8. Athletics events:

- Need and importance of Athletics
- Rules and basic techniques of the Athletics
- Broad jump and putting the short. (For boys)
- Broad jump and discuss throw (For girls)

9. Sports and morality:

- Concept of sports morality
- Co-operation in sports.
- Rules of healthy competition.

10. Health Education:

- Definition of Health Education, its relations with Physical Education.
- Exercise, rest and sleep.
- Effects of alcohol, tobacco.
- Balanced died

11. Use of computer in sports:

- Concept of computer.
- Importance of computer in sports.
- Different programmes of computer.

Practical for IX-X

1. Preparation of practical note book:

- a. Foot Ball, Hockey, Cricket & volley ball (for Boys)
- b. Table Tennis, Badminton, Volley Ball & Net ball (Girls)

2. Massage:

- a. Stroking b. Shaking

3. Game and equipment:

Oral question about Football, Hockey, Badminton, Table Tennis, Volley Ball, Cricket.

4. Athletics:

- i. Races: 100 Meter Race, 4x400 Races, Relay Race.
- ii. Jumps: Long Jump or Broad Jump.
- iii. Throws:
 - a. discuss, Javelin (For girls)
 - b. discuss and putting the shot (For boys)

5. Basic information/knowledge about scouting and Girls Guide.

6. Small Area Games:

Such as: a. Dodge Ball b. Chicken and Fox. C. Hide and Sack.

7. 1. Civil Defence:

- i. Aims and objectives
- ii. Think about five safety
- iii. Earth quake drills and how to implement these drills.

2. First Aid:

Prepare to face emergency with confidence.

3. Nursing:

To impart elementary knowledge to look after the patients.

8. PT shows or Rhythmic exercise.

9. Gymnastic:

- i. Front Roll.
- i. Back Roll.
- ii. Cart wheel
- iii. Handspring.
- iv. Head standing.
- v. Through vault.

INSTRUCTION FOR TEXTBOOK WRITERS.

- * Textbook must be a normal size of 120 to 140 pages.
- * It should be written in English.
- * Relevant illustration may be used as possible.
- * While writing the book knowledge attained by the students in previous level of education may be given due consideration.
- * Subject matter may be included in text must be in accordance with objectives of the course.
- * The sequence of textbook may be in logical form.
- * If events from history are given then chronological order may be observed.
- * The use of difficult and ambiguous terms may be avoided.
- * Pictures, diagram where necessary may be given in the text.
- * At the end of the book references may be listed.

Instructional Material

Physical education is practical discipline therefore provision may be made to provide all the necessary instructional material as to make this subject interesting.

Teacher guide and training

The subject of Physical Education needs teacher guide and training facilities for teachers. As we are quite unaware at this stage of the nature of problems to be faced by the teachers and the taught.

It will be advisable to evolve the guidebook for teacher during the teacher training programme, when specific problems need guidance will come to light.

Students Evaluation:

Theory.....	60 % Marks
Practical.....	40 % Marks

Theory must include both essay and objective types of test items.

Instruction for examiners

Paper setter may be requested to follow the examination rules.

- Select questions for each chapter.
- Avoid difficult terms and words.
- Keep into consideration the demand of individual differences among students in terms of their ability.
- Spread paper over the entire course.
- Be neutral at the time setting and marking the paper.
- Follow the principles of objectivity in examination.